

Lesson 2

Theme: Native involvement in Battle of Horseshoe Bend (focus Cherokee)

Objective: Alabama Course of Study 2nd Grade Social Studies #3 using primary sources for reconstructing past; Math 2.G.A.1

Lesson: Battle of Horseshoe Bend;

Time: 2 days – 20-30 minutes each day

Grade level: 2nd grade

I. Discuss horseshoe shape: sides, edges, symmetry (math) Will need horseshoe or picture of horseshoe (one is included on page 2)

II. Introduce Tallapoosa River. (see file “Aerial View” on page 3) Horseshoe shape; area called Horseshoe Bend. Show aerial picture of Horseshoe Bend. Compare shape to river.

III. Introduce “Red Sticks” – a group of Creeks who disagreed with a group of leaders called the National Council, also named for the red clubs that were used for battle.

IV. Using smart board or large chart tablet, draw a simple battle scene as you tell a simple version of the Battle at Horseshoe Bend. (see nps.gov/hobe) Use different colors for Jackson’s men, Cherokee Indians (all Indians), Indian village, trees, grass, canoes, river.

- Cherokee emphasis: Approx. 500 Cherokee (number disputed) led by Junaluska fought on the side of Jackson and the Americans.
- Junaluska led the Cherokee to the rear of Horseshoe Bend and behind the Creek Village to attack from behind.
- Junaluska led a group of Indians across the river to get the canoes there and bring them back across to prevent anyone escaping.
- Junaluska saved the life of Andrew Jackson. Jackson told Junaluska that “the feet of the Cherokee will always face the east.”

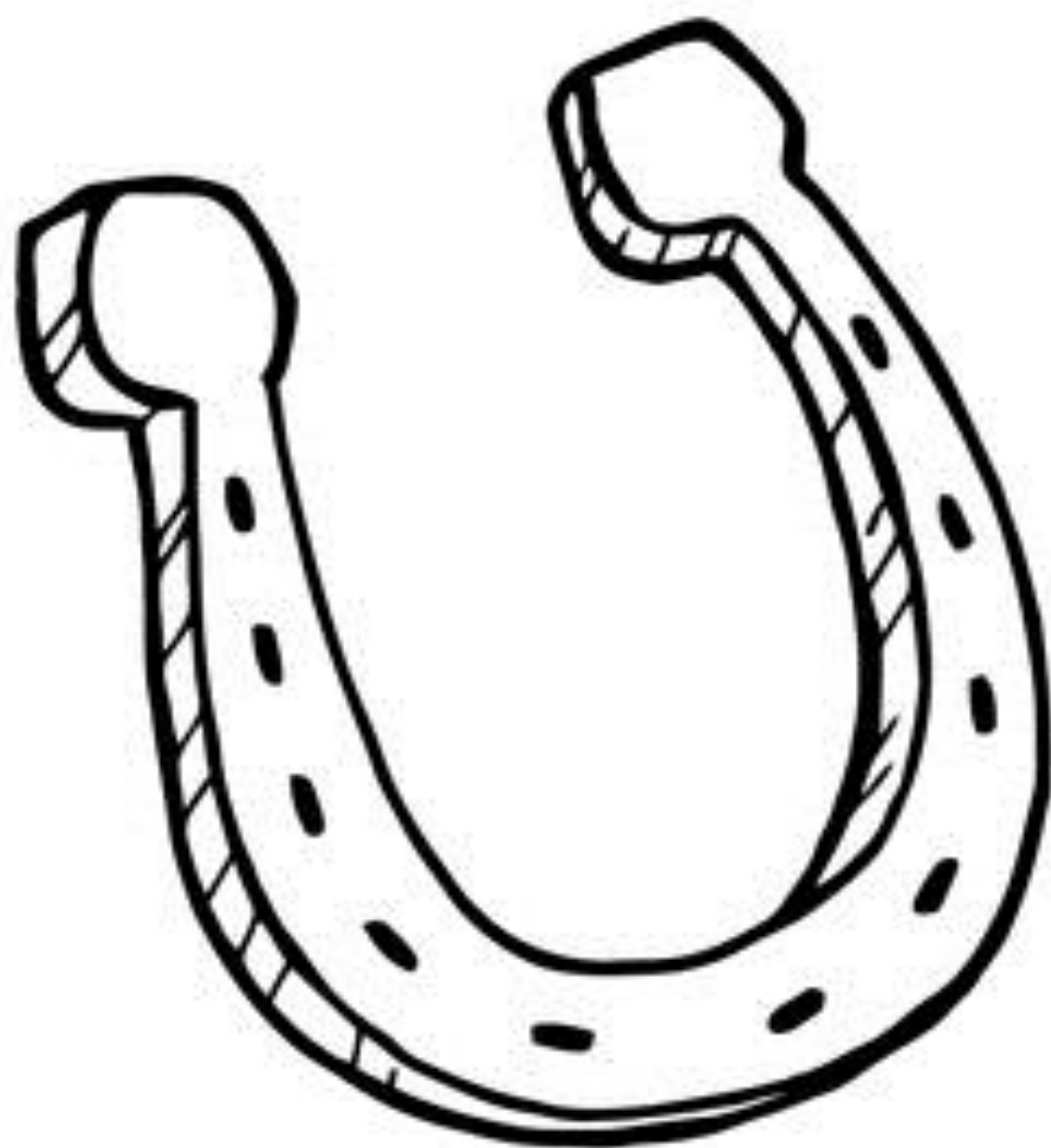
IV. Discuss and retell with students.

V. Show letter written “home” from soldier describing Battle of Horseshoe Bend. (see Carroll Map/ Graham Papers on page 4)

V. Give each student (or group of students) a horseshoe (attached) and 11x18 sheet of paper.

VI. Students or groups will draw/label their own battle scene. (assessment)

(This lesson was planned with an emphasis on Cherokee involvement)



Aerial View



